


English Department Key Stage 5 Knowledge Organiser – Paper 2 Section B Discourses

What are Language Discourses? ‘...a set of meanings, metaphors, representations, images, stories, statements and so on that in some way together produce a particular version of events... Surrounding any one object, event, person etc., there may be a variety of different discourses, each with a different story to tell about the world, a different way of representing it to the world.’ (V.Burr, An Introduction to Social Constructionism, 1995)

Paper 2 – There are two sections: Section A: Diversity and Change - Section B: Language Discourses. Answer either Question 1 or Question 2 from Section A. **Answer both Question 3 and Question 4 from Section B.**

| Expectations | | Section B Question 3 |
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| <ul style="list-style-type: none"> Understand and be able to analyse texts from a variety of contexts. Understand and apply broad lexical, grammatical, phonological and graphological terminology. Understand and use correct and relevant terminology for the context. For example, in semantics student could discuss metaphor. Use coherent and fluent written expression Demonstrate critical understanding of relevant concepts, e.g. language change etc. Demonstrate critical understanding of issues relevant to language use by challenging particular stances. Be able to write about language issues in a variety of different forms. Demonstrate expertise and creativity by making innovative use of form and using an appropriate register. Demonstrate expertise and creativity by making innovative use of form and using an appropriate register. You should be ‘glossing’ for a non-expert audience | | <p>Question 3</p> <p>Two non-specialist text (often opinion pieces, feature articles, or online texts) on the same language issue. Could be focused on either language change or language diversity, as the focus is on language discourses and attitudes to both change and diversity. Similar skills as in Paper 1 Section A should be deployed – representation of reader, topic, and writer.</p> <p>Examiner (2022) comments: “Strong responses often recognise that AO4 is at the heart of this task by looking at repetition of ideas across texts and construction of social identities and reader positions.”</p> <p>In general – you should systematically – do a micro analysis first - explore how the texts:</p> <ul style="list-style-type: none"> Represent language. Construct an identity for the producer Position the reader and seek to influence them Are connected to discourses about language. |
| Section B Question 4 | | Section B Question 4 |
| <p>Question 4</p> <p>Directed writing task linked to the topic and ideas in the texts The form specified won’t always be an opinion article, but it will always be an opinion-based piece</p> <p>Sample Question: Write an opinion article about language change in which you assess the ideas and issues raised in Text A and Text B and argue your own views</p> <p>You should aim to:</p> <ul style="list-style-type: none"> argue well-documented viewpoints, that provide information accessibly use engaging and entertaining style, glossing the theory for a non-expert audience. <p>Assessment objectives: AO2 (20), AO5 (10)</p> | | <p>You might want to consider the following discourses:</p> <ul style="list-style-type: none"> Representations of language change as decay Evaluate discourse and representations of correctness and communication/clarity Standard- and non-standard usage Evaluate correctness, class, and prestige Evaluate effects of journalistic contexts on representations of language Explore journalistic contexts and classifications: blogs, culture, newsworthiness, online environment, hyperlinks and ability for the reader to interact with the text Compare use of first- and second-person pronouns Contrast use of sentence functions <p>Assessment objectives: AO1 (10), AO3 (15), and AO4 (15)</p> |
| Notes on Written Discourse | Notes on Spoken Discourse | Notes on Spoken Discourse - Conversations |
| <p>Discourse structure is dependent on genre – how texts present information to create identities for individuals or institutions and the ideologies that are often inherent in these. Discourse structure is the method that explains how texts are put together.</p> | <p>The sociolinguist Labov put forward a six-part structure for oral narrative. The narrative categories (six key categories are as follows):</p> <ol style="list-style-type: none"> Abstract (A): the indication that a narrative is about to start, and the speaker wants listener’s attention. Orientation (O): the ‘who’, ‘where’, ‘what’ and ‘why’. It sets the scene and provides further contextual info for the listener. Complicating action (CA): the main body in narrative detail. Resolution (R): the final events to give the narrative closure. Evaluation (EV): additions to the basic story, to highlight attitudes or to command the listener’s attention at important moments. Coda (C): a sign the narrative is complete. This may include a return to the initial time frame before the narrative. <p>An oral narrative may not contain them all, and an Evaluation may occur at any time.</p> | <p>Conversational analysis (CA) provides a method for looking at multi-speaker discourse. This is largely based on the concept of the conversational turn and the basic consequence of that turn, the adjacency pair (two utterances by different speakers that have a natural link) which forms an exchange structure (series of turns between speakers).</p> <p>Conversations are rather straightforward and often speakers will insert information at various points to create a larger exchange structure. This can be in the form of a triadic structure known as Initiation-Feedback-Response (IRF) or an insertion sequence can be used.</p> <p>Turn-taking: knowing when to take turns is natural and crucial in conversation. There are often points when a speaker will know how they are expected to speak. Other transition relevance points can occur as a consequence of natural pauses of a complete break on speech. The decision as to what gets spoken about is topic management and is often the result of powerful participants.</p> |

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| Useful Links | Additional Reading |
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| <p>Live marking of A Level English Language Paper 2 Section B: Opinion writing on a linguistic issue: https://www.youtube.com/watch?v=UDTPMibEIn8</p> <p>Understanding AO5 for Question 4: https://www.youtube.com/watch?v=0xxr0zEPBM0&list=PLqGFsWf-P-cBJyO6jD2a6e9UKuq2FA1iS&index=6</p> <p>Quizlet: https://quizlet.com/gb/130106121/a-level-english-language-discourse-flash-cards/?i=m9j7r&x=1jqt</p> <p>Prezi: https://prezi.com/hzwdvssnj8d/introduction-to-discourse-analysis/</p> <p>Link to relevant Paper 2 theory for revision: Paper 2 AO2 Theory.pdf</p> |  <p>The grid contains ten book covers arranged in two rows of five. The top row includes: 'LANGUAGE CHANGE: Progress or Decay?' by Jean Aitchison; 'Language Change' by an author whose name is partially obscured; 'THE HISTORY OF LANGUAGE WARS' by Henry Hitchings; 'YOU ARE WHAT YOU SPEAK: Grammatical Debates, Sociolinguistic Lessons and the Politics of English' by Robert Lane Greene; and 'Attitudes to Language'. The bottom row includes: 'Language Handbook: Key Thinkers on Key Topics'; 'TALK on the WILD SIDE: The Unconquered Frontiers of Language' by Lane Greene; 'Revise AQA English Language' (A Level); 'BLOOMING ENGLISH: Observations on the roots, culture and habits of the English language'; and 'Weeds in the Garden of Words: Further observations on the tangled history of the English language'.</p> |